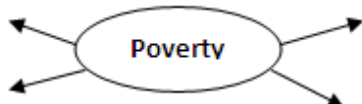


Grade 7 Integrated Language Arts Unit	
Lesson 1: Defining Poverty by Examining the Perspectives of Others	
<p><b>Connections to Financial Literacy</b></p> <p>In this lesson, students develop their own definitions of <b>poverty</b> by examining the perspectives of others. In developing a better understanding of this term, and understanding that poverty is a reality in their own communities, the students will “<i>develop the habits of mind and heart that are necessary for good citizenship</i>” (<i>A Sound Investment: Financial Literacy Education in Ontario Schools</i>, p. 5).</p> <p>In addition, this lesson will focus on developing an understanding of:</p> <ul style="list-style-type: none"> <li>• social, ethical and environmental implications of financial decisions;</li> <li>• active citizenship</li> </ul>	<p><b>Lesson 1 integrates:</b></p> <ul style="list-style-type: none"> <li>• Language Arts <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Writing</li> </ul> </li> </ul>
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p><b>Reading</b></p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p><b>Demonstrating Understanding</b></p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p><b>Making Inferences/Interpreting Texts</b></p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p><b>Extending Understanding</b></p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>
<p><b>Writing</b></p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p><b>Research</b></p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources</p>

<p><b>Classifying Ideas</b>  <b>1.4</b> sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p> <p><b>Producing Drafts</b>  <b>2.8</b> produce revised draft pieces of writing to meet identified criteria based on the expectations</p>		
<p><b>Learning Goals</b></p>		
<p><b>At the end of this lesson, students will know, understand and/or be able to...</b></p> <ul style="list-style-type: none"> <li>• define the term poverty;</li> <li>• read and respond to the perspectives of others;</li> <li>• extract information from a text and develop their own interpretations;</li> <li>• interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas;</li> <li>• use a graphic organizer to collect and organize their ideas;</li> <li>• select information from the graphic organizer to synthesize and consolidate their understanding.</li> </ul>		
<p><b>Instructional Components and Context</b></p>		
Readiness & Instructional Strategies	Terminology	Materials
<p>For success in this lesson, students should have had exposure to viewing and creating Mind Maps.</p>	<ul style="list-style-type: none"> <li>• poverty</li> <li>• nuances</li> </ul>	<p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>• Large area on which to construct Group Mind Map (e.g. whiteboard, chalkboard, chart paper)</li> <li>• Markers</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 7 BLM 1-1: Graphic Organizer</b></li> <li>• Computer with Internet access or print copy of article (<b>Grade 7 Appendix 1-1: Defining Poverty Article</b>) (<a href="http://www.thestar.com/article/416081--defining-poverty">http://www.thestar.com/article/416081--defining-poverty</a>)</li> </ul>

		<b>Consolidation</b> <ul style="list-style-type: none"><li>• <b>Grade 7 BLM 1-2: Choice Board</b></li><li>• Student Reflection Journal (any notebook for students to record their thinking)</li></ul>
<b>Minds On</b> <ul style="list-style-type: none"><li>♦ Establishing a positive learning environment</li><li>♦ Connecting to prior learning and/or experiences</li><li>♦ Setting the context for learning</li></ul>		
<b>Lesson Description</b>		<b>Notes to teacher:</b>
<b>Collective Group Mind Map</b>  <b>Divide the class into two large groups.</b> Description: <ul style="list-style-type: none"><li>• Write the word Poverty in the middle of the group Mind Map space e.g.</li></ul> <div></div> <ul style="list-style-type: none"><li>• Students are invited to write their own thoughts and understandings about <i>Poverty</i> on the Mind Map</li><li>• Students are encouraged to create the Mind Map in silence and to pay close attention to what others are adding</li><li>• Students are encouraged to use words, draw pictures and link connecting ideas with arrows/lines</li><li>• Students are encouraged to connect their thinking with the ideas of others</li><li>• After about 10 minutes, the groups are invited to view the other group's Mind Map (this will help students to continue to build their understanding by looking for similarities and differences) – allow a few minutes for each group to view the other's Mind Map</li><li>• Groups will return to their own Mind Map and to discuss what they have viewed in each of the Mind Maps, as well as provide an opportunity for students to ask one another questions when ideas are not</li></ul>		<p>To create the group Mind Map, the teacher will need to find two large spaces for construction. This space may be, but is not limited to, a chalkboard, white board, or large pieces of chart paper covering a bulletin board.</p> <p><b>A for L</b> Assessment <b>for</b> learning Through the group Mind Map activity the teacher will be able to gain an understanding of the knowledge and misconceptions students have about <i>poverty</i>.</p> <p><b>DI</b> Differentiated Instruction Students will have an opportunity to build their own understanding by observing the ideas of others. This low-risk activity allows students to become actively involved when they are ready, or to be an observer.</p>

understood.

- Students may decide to add more information to the Mind Map once they have viewed the other group's work
- Some guiding questions for the teacher to ask the students may include:
  - *How are the two Mind Maps alike?*
  - *How are they different?*
  - *How did your own ideas develop or change through this process?*

### Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

### Lesson Description

### Notes to teacher:

Students work with a partner for this activity.

- Students will read the article “Defining Poverty” taken from *The Toronto Star* (April 19, 2008)  
*Link to article:*  
<http://www.thestar.com/article/416081--defining-poverty>
- Students are asked to read the article through once, on their own.
- After the first reading, students are asked:
  - *“Now that you have read through a number of definitions, what do you think makes a good definition?”*
- The teacher will record the students' ideas on chart paper, this co-constructed criteria will be used later when the students as students are writing their own definitions (co-constructed criteria should remain posted in the classroom).
- Students are asked to read through the article a second time.
- Working in partners, the students will complete the graphic organizer (**Grade 7 BLM 1-1**)

It says...	I say...	Therefore...

#### Assessment as learning

Opportunity to Co-Construct Criteria on **“What makes a good definition?”**

e.g.

- *use of examples to clarify meaning;*
- *use of vocabulary that is easy to understand by the audience*



#### Differentiated Instruction

By using an article on the internet, students who may require the text to be read to them can use a software application such as “Premier” or “Word Q” to have the text read aloud, or to use a highlighting feature.

Students may also choose to print a hard copy of the text in order to use a highlighting strategy to select important details.

Allowing the students to choose what resonates with them within the article, provides students with *choice*.

- Before students work on their own, the teacher will **model** how to use the graphic organizer and provide the students with an example:

It says....	I say...	Therefore...
<i>John Bates founder of MADD Canada, "poverty is making the choice between having food on the table or a roof over your head"</i>	<i>I can't imagine that someone would have to choose between one or the other; either choice is comes with problems</i>	<i>Those in poverty have to face difficult decisions about life's basic needs and it would be hard to make life any better if one of these things is missing</i>

- The teacher records another example on the graphic organizer by asking the students to share their collective thoughts, as a whole group, and records their thinking on the graphic organizer (**Shared**)
- Students will then work with their partners to highlight ideas that resonate with them upon a re-reading of the article (**Guided**)
- Once the graphic organizer is complete, the students will use this information to create their own definition of *Poverty* (students are reminded to refer to the co-constructed criteria chart when creating their own definitions).

## Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

### Lesson Description

### Notes to teacher:

#### Whole Class Discussion

- Students are invited to share their initial definitions orally or by posting them in the classroom.
- After having the opportunity to listen to or to read the definitions of others, students are asked to join with another pair in the room and answer the question:
  - “*What does it mean to be poor in Ontario today?*” (quotation taken directly from the article)
- Students will have an opportunity to discuss their thinking in a small group of four (i.e. initial pair will join with another pair in the classroom), before being invited to share their thinking with the whole group.
- The teacher records the students’ ideas on chart paper (this chart can be added to throughout the unit).
- Other questions for discussion may include:
  - *How did your own understanding of poverty change through the Mind Map activity and through reading the article?*
  - *What surprised you about poverty in Ontario?*
  - *How might this understanding of poverty affect the way you view others?*

#### Assessment of learning

##### **Criteria Chart as checklist**

The co-constructed criteria can be used as a checklist by the teacher to determine who has “Met” and “Not Yet Met” the expectations of making a good definition.

By providing students with descriptive feedback directly linked to the success criteria co-constructed with the class, students are likely to be more successful in subsequent assessments and evaluations.



#### Differentiated Instruction

Having students begin the discussion in a smaller group will provide those who need additional time as a support an opportunity to generate and organize their ideas before sharing with the larger group. It is also a way to make sure there is accountable talk and that all students have the opportunity to share their thinking in a low risk environment.

**Possible Extension Activity:**

The students are provided with a Choice Board (**Grade 7 Appendix 1-2: Choice Board**) and are asked to develop a creative way to share their definitions (e.g. through song, images, sculpture, PowerPoint).

The teacher is encouraged to post this question prominently in the classroom and refer to it at the end of each lesson. Students will record their ideas and thoughts each day in a **Reflection Journal**.

**The Critical Question:**

A critical question is posed upon completion of the first lesson. It encourages students to reflect and think critically about the new learning and to combine this with their own ideas and opinions.

The teacher tells the students to consider the question, '**How might I use my understanding of poverty to engage in active citizenship?**', as they work through this unit.

**The Critical Question**

***How might I use my understanding of poverty to engage in active citizenship?***

**Note:** By the end of the unit, the students will be able to answer this question by developing an understanding and a sense of empathy toward some of the issues surrounding poverty. As a **Culminating Task** the students will use their journal reflections to decide one way to become actively involved in bringing an awareness of the issues surrounding poverty to their local school community (e.g. Public Services Announcements – poster/ audio/ video) or develop a way to provide support to those living in poverty in their local community (e.g. organizing a food/clothing drive).

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